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Educational television may solve the problems of teacher inservice training. In San Jose, California, 21 school districts have cooperated in producing a teacher inservice program. The television center of the State college produces and directs the telecasts. A commercial television station donates its facilities and air time. A permanent television coordinating council determines the program from district requests and publishes schedules. Television teachers from the college prepare 30-minute programs and a study guide for the viewers. The telecasts are presented to the teachers in the same way a teacher would present the material to her students; thus the teachers learn both subject matter and teaching techniques. Telecasts are shown once a week. Afterwards, teachers conduct workshops. The local television station prepares kinescopes of the training programs for teachers who miss the telecasts. The films are available for the orientation of new teachers, for curriculum study groups, and for review.

Advantages of educational television are that television is a convenient medium, it makes the resources of inservice training available, it gives every teacher access to specialists, and it costs less than ten dollars per teacher per year including the production of kinescope recordings and study guides.

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How television can train your teachers

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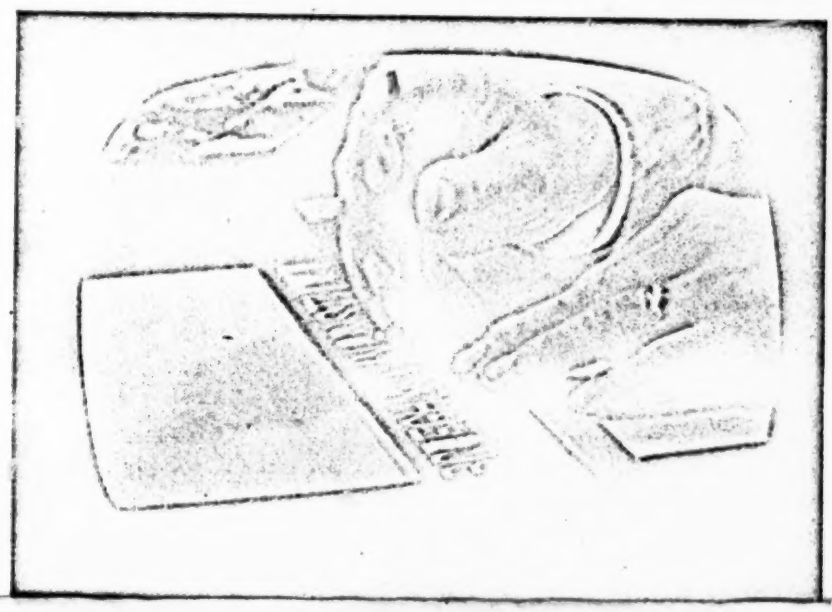
In San José, Calif., school districts are cooperating with a college to produce in-service training telecasts for their faculties. The programs are helpful for the teachers, inexpensive for the schools, and convenient for everybody. Here's how they work.

■ ■ ■ Remember the teacher of yesteryear? Her basic education was enough to carry her through 30 or 40 years of teaching.

Times have changed, haven't they? Today's teacher has to be "re-educated" several times during her career because curriculums and instructional techniques are changing. Whole new bodies of material, new concepts of instruction, must be mastered.

Yet, in many school districts, a teacher's in-service training is dismissed with a shrug and a wave of the hand. It's too time consuming; there's a lack of supervisory personnel; in many cases, even if a district wants to get up an in-service program, it cannot get the funds to do the job completely.

In San José, Calif., school officials believe that educational television may be the answer to all these problems. There, 21 districts



Teleteacher demonstrates use of lettering device before audience of classroom teachers in 21 districts. This program was one of series on preparation and use of class materials.

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in six nearby counties have cooperated in producing teacher-oriented telecasts over an open circuit TV channel. The Instructional Television Center of San José State College produces and directs the telecasts and a commercial TV station, KNTV, donates its facilities and air time as a public service.

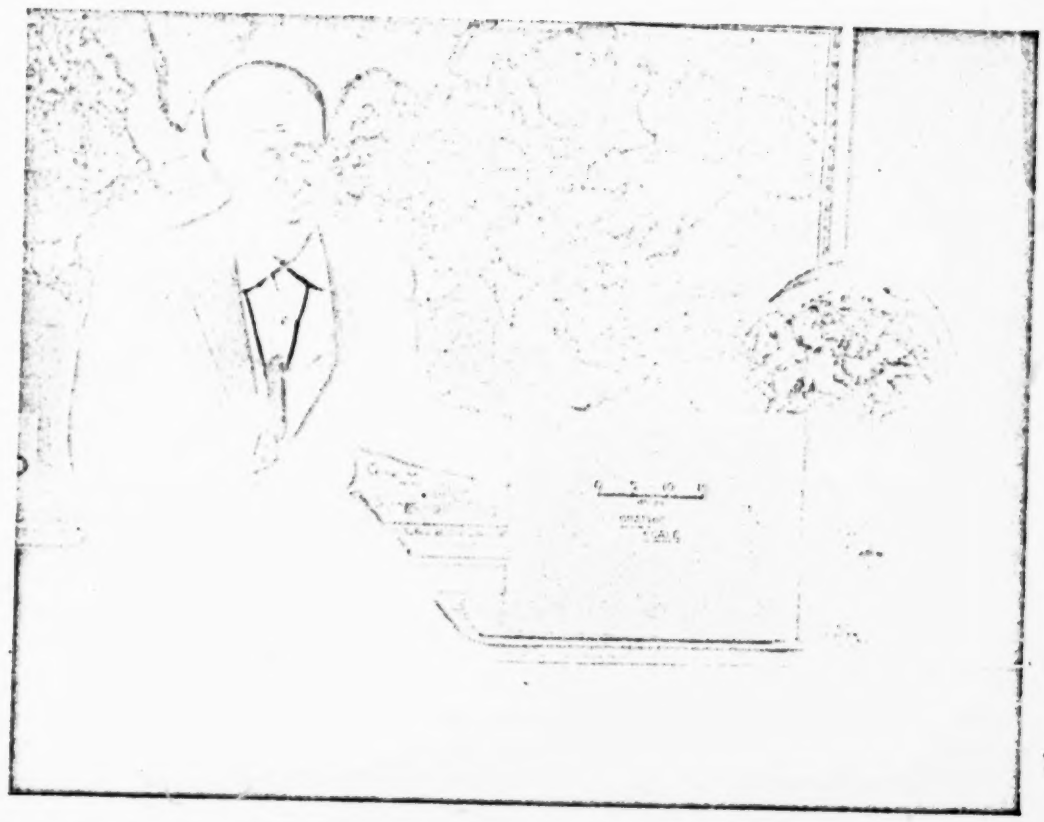
Results: A better in-service training program than any of the 21 districts could produce alone and, of course, all the benefits that go with informed and well-trained teachers.

How they work together

About two years ago, representatives of 21 districts near San José began meeting with personnel from the college's Instructional Television Center to determine how television could be used to improve in-service training. (The college already had ETV for its own students.) None of the 21 districts had the illusion that ETV would solve their teacher training problems. Most were just looking for help. Some districts had no teacher training program at all. Some had in-service training that needed improvement. Some were just curious.

After a series of meetings, ETV looked so promising that a permanent television coordinating council was formed—originally to experiment with television, later to take charge. The council consists of television coordinators from each district and representatives of the six county offices of education and the college. This group became the organization determining the "how, when, and what" of a televised program. It also publishes time and program schedules for distribution to the districts.

Its most important job is defining the content of a telecast. Obviously, not every program will appeal to every teacher in every district. But the district television coordinators do know the kind of help their teachers need. If several districts request in-service



Geography professor presents special telecast to elementary teachers. Program subjects are determined by television coordinating council, which also prints and distributes study guides for teachers.

Science teachers learned, through televised programs, how they could make their own demonstration models for astronomy. Tips for conducting experiments and demonstrations were included in study guides.

training in a similar area, the college is asked to prepare a presentation on that subject. Once a program topic has been agreed upon, planning is begun with an expert who will probably teach the lesson himself.

For example, California recently instituted a state-wide testing program for students. Hundreds of teachers in the San José area were unfamiliar with the new procedures, so a television program was produced explaining them. A second telecast taught teachers how to administer the tests in their own classrooms. Both of these programs were taught by a college testing specialist.

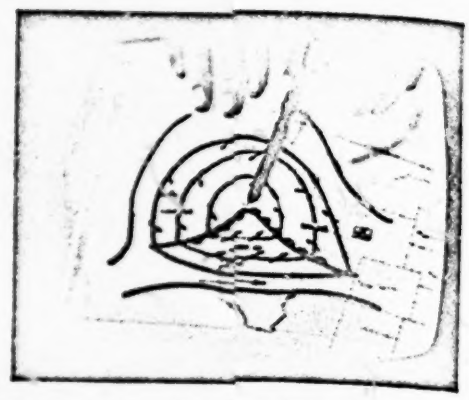
Most of the television teachers are instructors at the college. The "teleteachers" prepare the 30-minute programs just as they would their own class lectures or demonstrations, but they take one important extra step.

Study guide for teachers

While he is preparing his TV lesson, an instructor also makes a study guide for his viewers. In this booklet he explains material which would take too much time on the air. He lists references where classroom teachers can find additional information; he gives tips for making study aids and conducting experiments shown on the air; he gives suggestions for improving the presentation of material to students. After he writes the study guide, the coordinating council publishes it and distributes it to the 21 school districts. They, in turn, distribute it to schools and teachers who will have it available during the telecast.

"These guides are important," says Robert M. Diamond, the production supervisor at the college's Instructional Television Center. "Teachers say they're just as valuable as the actual telecasts, and I'm sure either would suffer without the other."

According to Diamond, the telecasts are presented to the teachers in the same way a teacher would present the material to her students. "That's so the teachers can learn *how* to teach, rather than just acquiring additional knowledge in the subject." Each program is independent and self-contained, although a series is often presented on one topic. Telecasts are shown once a week during the school year, usually on week-end mornings, the only time when the television station can make the time available regularly.



Kinescope recordings (16 mm sound films) are made of every telecast. They are routed to districts for review or when teachers missed original programs.

When time is available around four o'clock on weekday afternoons, programs are shown then instead. On these occasions, groups of teachers, or even the entire faculty of a school, can watch together. Afterwards, the teachers conduct workshops using the study guides as outlines.

Watching the telecasts is not mandated for the teachers because all the telecasts are not pertinent to all the districts, all the schools, or all the teachers. "This is the only disadvantage," says Diamond. "Only a small percentage of our telecasts have interest for everyone."

Because many teachers miss the telecasts and not enough time is available for repeats, KNTV prepares kinescopes of the training programs. These are regular 16mm sound films which can be routed to a district by the coordinating council whenever requested. They are free for this purpose, but copies of the films can be purchased by the 21 participating districts for about $90. Diamond reports that the films have been valuable for orientation of new teachers, curriculum study groups and review.*

** Copies of the kinescopes are available for rent, and the study guides for purchase, through the Santa Clara County Office of Education. Write Dr. Myron H. Schussman, 70 West Reed St., San José 10.*

Advantages of television

After almost two years of receiving the telecasts, schoolmen in the 21 districts believe there's strong evidence for using educational television as an aid for teacher training. Here are their arguments:

1. Television is a convenient way of reaching many teachers at the same time. Programs can be viewed at any time of the day or evening, in a classroom, a PTA meeting, or home, "live" or on film.

2. All the resources of in-service training, including personnel and teaching aids (films, models, experiments) can be brought together into a concentrated, interesting presentation. No better example of cooperatively using resources can be found than in San José, where the 21 districts have pooled their resources with those of higher education.

3. Television makes it possible for every teacher to have access to curriculum specialists, consultants and resource persons. These are the very people who never have the time to render extensive personal service to individuals or groups, but who do have time to develop a half-hour television program.

4. Television for in-service training is not expensive. Diamond estimates the cost to be less than $10 per teacher per year, and this includes the production of kinescope recordings and study guides for each telecast.

5. Teachers like the idea. It's convenient. Said one teacher in San José: "It's the fastest half-hour on TV." End